

## Crosswell Drive Elem.

301 Crosswell Drive  
Sumter, SC 29150

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	587 Students	
<b>Principal</b>	Robert Craig Washington	803-775-0679
<b>Superintendent</b>	Zona W. Jefferson, Ph. D.	803-469-8536
<b>Board Chair</b>	Ms. Jo R. White	803-773-7663

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	43	64	14

### IMPROVEMENT RATING

### BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

### YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Average	Below Average	Yes

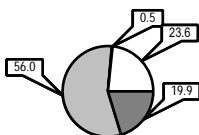
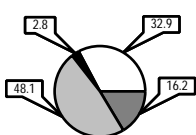
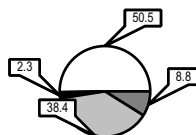
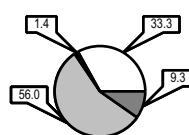
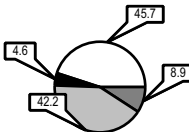
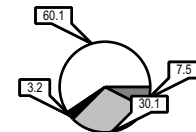
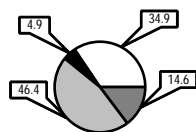
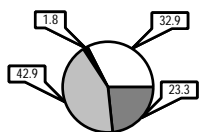
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	250	99.2	23.3	56.3	20.0	0.5	34.4	Yes	Yes
<b>Gender</b>									
Male	131	98.5	30.6	52.3	17.1	0.0	29.7		
Female	119	100.0	15.4	60.6	23.1	1.0	39.4		
<b>Racial/Ethnic Group</b>									
White	33	100.0	23.3	43.3	30.0	3.3	43.3	I/S	I/S
African American	214	99.5	23.5	57.9	18.6	0.0	33.3	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	50.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	207	99.0	16.5	60.2	22.7	0.6	38.6		
Disabled	43	100.0	53.8	38.5	7.7	0.0	15.4	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	250	99.2	23.3	56.3	20.0	0.5	34.4		
<b>English Proficiency</b>									
Limited English Proficient	2	50.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	99.6	23.4	56.1	20.1	0.5	34.6		
<b>Socio-Economic Status</b>									
Subsidized meals	219	99.1	25.1	58.8	16.0	0.0	31.0	Yes	Yes
Full-pay meals	31	100.0	10.7	39.3	46.4	3.6	57.1		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	250	100.0	32.9	48.1	16.2	2.8	34.3	Yes	Yes
<b>Gender</b>									
Male	131	100.0	41.1	40.2	17.0	1.8	32.1		
Female	119	100.0	24.0	56.7	15.4	3.8	36.5		
<b>Racial/Ethnic Group</b>									
White	33	100.0	33.3	30.0	30.0	6.7	46.7	I/S	I/S
African American	214	100.0	32.8	50.8	14.2	2.2	31.7	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	207	100.0	24.9	53.1	18.6	3.4	39.5		
Disabled	43	100.0	69.2	25.6	5.1	0.0	10.3	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	250	100.0	32.9	48.1	16.2	2.8	34.3		
<b>English Proficiency</b>									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	248	100.0	32.7	48.1	16.4	2.8	34.1		
<b>Socio-Economic Status</b>									
Subsidized meals	219	100.0	35.1	49.5	12.8	2.7	30.3	Yes	Yes
Full-pay meals	31	100.0	17.9	39.3	39.3	3.6	60.7		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	249	100.0	50.5	38.4	8.8	2.3	11.1
<b>Gender</b>							
Male	131	100.0	52.7	34.8	9.8	2.7	12.5
Female	118	100.0	48.1	42.3	7.7	1.9	9.6
<b>Racial/Ethnic Group</b>							
White	33	100.0	33.3	36.7	23.3	6.7	30.0
African American	213	100.0	53.6	38.8	6.0	1.6	7.7
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	206	100.0	44.1	42.9	10.7	2.3	13.0
Disabled	43	100.0	79.5	17.9	0.0	2.6	2.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	249	100.0	50.5	38.4	8.8	2.3	11.1
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	247	100.0	50.5	38.8	8.4	2.3	10.7
<b>Socio-Economic Status</b>							
Subsidized meals	218	100.0	54.8	36.2	6.9	2.1	9.0
Full-pay meals	31	100.0	21.4	53.6	21.4	3.6	25.0

<b>Social Studies</b>							
All Students	249	100.0	33.3	56.0	9.3	1.4	10.6
<b>Gender</b>							
Male	131	100.0	36.6	54.5	8.9	0.0	8.9
Female	118	100.0	29.8	57.7	9.6	2.9	12.5
<b>Racial/Ethnic Group</b>							
White	33	100.0	26.7	50.0	23.3	0.0	23.3
African American	213	100.0	34.4	56.8	7.1	1.6	8.7
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	206	100.0	26.0	61.6	10.7	1.7	12.4
Disabled	43	100.0	66.7	30.8	2.6	0.0	2.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	249	100.0	33.3	56.0	9.3	1.4	10.6
<b>English Proficiency</b>							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	247	100.0	33.2	56.1	9.3	1.4	10.7
<b>Socio-Economic Status</b>							
Subsidized meals	218	100.0	35.1	55.3	8.5	1.1	9.6
Full-pay meals	31	100.0	21.4	60.7	14.3	3.6	17.9

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	96	100.0	18.8	43.8	36.5	1.0	37.5
	4	67	100.0	16.4	61.2	22.4	N/A	22.4
	5	83	100.0	22.0	67.1	11.0	N/A	11.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	78	100.0	13.6	59.1	25.8	1.5	27.3
	4	96	99.0	30.6	54.1	15.3	0.0	15.3
	5	76	98.7	22.2	57.1	20.6	0.0	20.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	96	100.0	26.0	66.7	6.3	1.0	7.3
	4	67	100.0	19.4	55.2	20.9	4.5	25.4
	5	83	100.0	32.9	56.1	6.1	4.9	11.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	78	100.0	33.3	50.0	15.2	1.5	16.7
	4	96	100.0	34.9	45.3	17.4	2.3	19.8
	5	76	100.0	28.6	50.8	15.9	4.8	20.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	78	100.0	56.1	36.4	6.1	1.5	7.6
	4	96	100.0	53.5	34.9	10.5	1.2	11.6
	5	75	100.0	39.7	46.0	9.5	4.8	14.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	78	100.0	37.9	54.5	6.1	1.5	7.6
	4	96	100.0	32.6	54.7	12.8	0.0	12.8
	5	75	100.0	30.2	58.7	7.9	3.2	11.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 587)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	7.2%	Down from 10.5%	3.9%	3.0%
Attendance rate	96.8%	Down from 99.4%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.7%	Up from 6.5%	6.2%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.8%	Up from 4.0%	5.4%	3.2%
Eligible for gifted and talented	6.1%	Up from 5.8%	4.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.2%	No change	8.0%	8.2%
Older than usual for grade	4.1%	Down from 6.4%	1.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 47)</b>				
Teachers with advanced degrees	40.4%	Up from 34.1%	50.0%	52.6%
Continuing contract teachers	89.4%	Down from 90.9%	76.8%	83.3%
Highly qualified teachers	90.5%	Down from 92.7%	92.2%	93.5%
Teachers with emergency or provisional certificates	4.5%	Up from 0.0%	2.9%	0.0%
Teachers returning from previous year	88.5%	Up from 85.2%	83.0%	87.0%
Teacher attendance rate	96.0%	Up from 95.7%	94.9%	95.0%
Average teacher salary	\$36,929	Up 0.7%	\$40,343	\$41,703
Prof. development days/teacher	10.1 days	Up from 8.6 days	14.3 days	12.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Up from 14.5 to 1	16.5 to 1	18.8 to 1
Prime instructional time	91.8%	Down from 93.8%	88.8%	89.8%
Dollars spent per pupil*	\$5,701	Up 6.7%	\$7,383	\$6,242
Percent of expenditures for teacher salaries*	66.2%	Down from 68.6%	63.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	90.6%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The mission of Crosswell Drive Elementary School is to meet the needs of the whole child by preparing innovative, diverse, and successful learning opportunities in a safe and positive environment that is facilitated by staff, community, and home cooperation.

Last school year, the staff of Crosswell Drive continued to grow professionally as we strived for academic excellence. Our school has experienced an increase in parental support, progress in technology, improvements in test scores, and increased available opportunities for students. The following highlights our progress:

Students participating in the READ 180 program continue to make remarkable gains as they use technology to increase their reading fluency

Small group instruction, level texts, literature circles, math manipulative and centers were encouraged and provided to students as instructional strategies and tools.

Parent workshops were provided to parents regularly in technology, math, and reading. Workshops also focused on ways parents could enhance their parental skills.

CDE continued our participation in the South Carolina SIG (School Improvement Grant) which consists of a behavioral and reading component.

Organizations such as the Technology Club, CDE Children's Choir, CDE Book Club, Science Club, Student Government Association, Yearbook Club and many others provided students with additional opportunities and experiences to further enhance their learning.

Eight teachers completed advanced degrees prior to or during the 2004-2005 school year.

Our school successfully made AYP during the 2004-2005 school year.

We are very pleased with our progress thus far and feel confident that we will continue to grow. The staff of Crosswell Drive believes that a quality education is the key to a successful future. It is our goal to provide an opportunity for every child to receive a quality education in an environment that is conducive to learning. With continued support from parents, community, and the school district, we will be successful in our endeavors.

Sincerely,

Robert Craig Washington  
Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	37	67	15
Percent satisfied with learning environment	80.6%	76.2%	71.4%
Percent satisfied with social and physical environment	86.1%	73.4%	73.3%
Percent satisfied with school-home relations	35.3%	87.7%	53.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.